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AUTHOR Prichard, Cheryl L.
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ABSTRACT

This study surveyed special education directors and speech language pathologists (SLPs) to identify recruitment and retention strategies currently in place in West Virginia and related problems. A 13-item questionnaire was mailed to all 55 Special Education Directors (SED) in West Virginia. A second survey instrument, consisting of 36 items, was sent to 356 SLP practicing in West Virginia public schools. The SEDs' responses indicated that: (1) the individuals commonly involved in interviewing SLPs were the director of personnel, the superintendent, and the school principal; (2) recruiting techniques commonly used were recruiting from university training program, advertising in newspapers, and advertising in the ASHA Journal; and (3) common incentives used to induce SLPs to come to their respective counties were leave for professional meetings, insurance benefits, funds to purchase materials, and maternity leave. The SLPs' responses indicated that: (1) reasons for working in West Virginia public schools included a desire to return to work in their hometown or state and that their spouse had a job in the area; (2) the quality of the local school system and salary were the highest rated criteria used in selecting a position; (3) medical insurance, salary, and dental insurance were rated highest in terms of relative importance in selecting a professional position; and (4) monetary incentives was the most commonly suggested technique for recruiting SLPs. The paper contains numerous suggestions for recruitment and retention. (KS)

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Cheryl L. Prichard
Speech Pathology and Audiology
West Virginia University
805 Allen Hall
Morgantown, WV 26506

Recruiting and Retaining Speech-Language Pathologists in Rural Areas

Recruitment and the subsequent retention of Speech Language Pathologists (SLPs) to work in rural areas is one of the on-going challenges facing special education administrators across our country. Several investigators (Helge 1983; Dopheide, et.al. 1986; Condon, et.al 1986) as well as various reports from state departments of education have reported speech-language pathology positions to be among those most difficult to fill. In an attempt to staff positions, standards for employment in some rural areas have been lowered. When compared to more urban settings rural areas typcially have a higher percentage of unqualified personnel, lower levels of certification, and higher rates of temporary and emergency certifications (Helge 1983). The American Speech-Language-Hearing Association (1988) has cited the rural/remote population as one of the populations underserved by speech-language pathologists.

West Virginia is a rural state and has long experienced difficulty recruting and retaining qualified SLPs for positions in its schools. The most recent supply and demand data available from WVDE reveals that 30 of the 55 (54.5%) county school systems as of fall 1989, were reporting shortages of SLPs. This figure may actually be an underestimate of the need since only vacancies for currently existing positions can be reported. In some instances more SLPs are needed than there are positions available (Valentine, 1991). In West Virginia, a master's degree in speech pathology is required for certification to practice in a school setting. One indicator of the extent of need for qualified SLPs is the number of individuals employed in public school settings who are working under "permit" status rather than meeting full certification standards. Sixty-two persons were employed under permit status as of fall 1989 (WVDE, 1989).

Dublinski (1986) referred to "one of the unfortunate assumptions regarding SLPs employed in rural schools"; this is the idea that SLPs in rural schools do not need to be as well prepared as clinicians practicing in other areas. The rural practitioneer is required to serve students ranging in age from infants to young adults. The types of communication disorders for which the SLP is expected to provide services are complex. The position of the rural practitioneer is often compounded by the relative isolation with which he/she must contend. Chezik, et. al. (1989) point to the "non traditional barriers to service delivery experienced in rural schools. Some of these barriers include large distributions of small populations over vast land areas, poor or limited access to service due to lack of roads or poor road conditions with no public or private transportation, limited economic development, inadequate resources, restricted climate control, very low levels of public awareness and linguistic and cultural differences" (p.52). Having just read that "sales pitch" for rural schools one may not be surprised that recruitment and retention remains a problem for rural administrators.

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WVU'S RURAL PROJECT

The Department of Speech Pathology and Audiology at West Virginia

University has received funding from the U.S. Department of Education and the West Virginia Department of Education to assist in the recruitment, training and retention of SLPs to work in rural school settings. The "Rural Project", as it has become known at West Virginia University, addresses three areas: (1) recruiting indigenous rural students who express a desire to work in a rural setting; (2) providng specialized academic and clinical experiences designed to prepare students to work in rural areas; and (3) researching and providing information to special education administrators to assist in recruitment and retention. Undergraduate and graduate students and clinicians employed on permit status are actively recruited for the rural project. The rural grant provides students a $7200 stipend over 1 year and full tuition waiver for a minimum of 3 semesters. The department has also been able to provide at least partial tuition waivers for the remaining two semesters of graduate study.

In addition to completing all the requirements for the master's degree in speech pathology, grant supported students are required to enroll in two specially designed seminars focusing on rural issues. The purpose of the two courses is to provide students with pertinent information to increase the likelihood of having a successful professional experience in the rural setting. Numerous investigators (Sontag and Button 1980, Horn 1981, Helge 1983, Marrs 1983, Burton and Chaves, 1984) have reported inadequate preservice training to prepare personnel to function in rural/remote areas. In addition to the specialized coursework, students also complete a one-semester practicum placement in a rural setting. Students are permitted to choose the site for their externship and are encouraged to select a county in which they might like to work following graduation. Students who accept rural grant awards are required to sign a letter of intent to work in a rural setting following graduation. Thus, from the onset of the program the students realize that they are obligated to seek rural employment.

RECRUITMENT AND RETENTION DATA

As part of the rural project, two survey instruments were developed to identify recruitment and retention strategies currently in place in West Virginia and to identify potential problems related to the recruitment and retention of SLPs. A thirteen-item instrument was mailed to all 55 Directors of Special Education (DES) in West Virginia. A second survey instrument, consisting of 36 items which targeted caseload data, professional responsibilities, selection criteria for locale and professional positions and recruitment and retention strategies was sent to 356 SLPs practicing in West Virginia public schools.

Survey Responses: Directors of Special Education

The recruitment and retention questionnaire developed to solicit information from directors of special education was sent to the directors in each of the county school systems in West Virginia. Of the fifty-five questionnaires mailed out fifty-three or a return rate of 96% was received. All responses were tabulated and analyzed.

Special Education Directors (SED) were querried regarding: the individual(s) responsible for recruitment of SLPs, strategies being utilized, and types of recruitment incentives offered. Specific questions were also asked regarding special education directors' perceptions of why SLPs either leave or remain in their respective counties.

Review of the SED's responses revealed greater variety in terms of who is responsible for interviewing SLPs and more similarily in terms of how recruitment is actually done. Most commonly the individuals involved included SED (69.8%), Director of Personnel (41.5%), Superintendent of Schools (28.3%), and School Principal (20.8%). SLPs functioning in some administrative capacity, were reported as part of the interview staff by 32% of the respondents. In all but one instance SLPs were interviewed by more than one person.

Inspection of responses related to recruitment strategies reveals similar responses among counties. It appears that most are using the standard techniques one expects to see in general school personnel recruitment. See Table 1.

Table 1. Recruitment Techniques Reported by SEDs
N=53

Recruitment Techniques	% of Counties Reporting
Recruiting from university training programs	93%
Advertising in newspapers	51%
Advertising in Asha Journal	25%
"Job" Newsletters/Employment Bulletins	21.%
Other	36%

Thirty-six percent (36%) of the SEDs reported some "other" type of recruitment techniques. These ranged from "word of mouth" (8%) to recruiting students placed in the county for practicum experience (2%). Analysis of the responses revealed that the majority of counties reported using only limited recruitment techniques. Only a small number (13.2%) of the respondents reported using four or more techniques to inform potential candidates about the positions. By far the most common response was to recruit from universities. Experience has shown that in many cases this simply means sending a position vacancy to the training program or career placement service with little or no follow-up. This can hardly be viewed as aggressive recruitment. Some good advice is presented by Horn (1985) who stated, "...rural schools must become aggressive. This aggressiveness must begin by seeking out the best qualified and best suited for employment in their districts. The search should extend to other schools, across state boundaries, and certainly beyond local communities." (pg. 18)

SEDs were also asked to list recruitment incentives they were utilizing to induce SLPs to come to their respective counties. A listing of 12 items and one open-ended "other" choice were provided for respondents to choose from. Perusal of Table 2 reveals that many of the "incentives" reported are items that might be viewed as part of a fairly standard benefits package. Few "creative" incentives have been reported. A review of the recommended strategies and incentives listed later in this paper reveals that many of the strategies that have been suggested in the literature are not being used in West Virginia.

Table 2. Reported Recruitment Incentives
N = 56

Incentive	% Reporting
Leave for Professional Meetings	89%
Insurance Benefits (Medical)	87%
Funds to Purchase Materials	83%
Maternity Leave	59%
Continuing Education Reimbursement	45%
Part-time Employment	38%
Monetary Supplement	19%
Reduced Caseload	15%
Reimbursement for Professional Journals	8%
Job Sharing	4%
Reimbursement for Professional Dues	0%
Funds for Research	0%

SEDs reported using few incentives that were not listed above. Two respondents reported providing contract work to SLPs either for evaluations or employment during summer months. Responses such as subscribing to journals for the speech therapy department, supplemental optical and dental insurance, availability of equipment and materials, providing continuing education opportunities locally, and a "good" school system were each reported by one SED.

Survey Responses: Speech-Language Pathologists

Of the 356 SLP questionnaires mailed out 241 (67%) were returned. Analysis of identifying information yielded the following profile of respondents. Of the 241 individuals responding, 54 percent were between the ages of 31-40 years and 68.5% held a master's degree. Of those with a master's degree 46.8% reported that they also held the Certificate of Clinical Competence from the ASHA. The majority of the respondents had six or more years of experience; 39.7% reported working 6-10 years and 21.7% reported 11-15 years of professional experience as an SLP. Responses were received from SLPs employed in 54 of the 55 counties in West Virginia. While U.S. Census data classifies all fifty-five counties as rural it is interesting to note that, 33% of the respondents stated that they did not consider their county to be rural.

SLPs were asked, "Why did you choose to work in West Virginia Public Schools?" Four specific choices were listed and one open ended "other" choice was provided. Table 3 displays the responses. A number of respondents listed more than one choice so the percentages totaled are greater than 100%

Table 3. SLPs Reasons for Working in WV Public Schools
N = 241

Reason	% Responding
Wanted to return to work in hometown/state	26.7
Spouse had a job in the area	34.3
First offer received	16.7
Recruitment made setting seem attractive	5.4
Other	23.8

Under Other a variety of responses were reported. The most common response was related to the "attractiveness of a public school setting including summer vacations and daily schedules." A number of respondents commented that the school schedule more easily accomodated "having a family." Perusal of these responses may provide some insight for recruiters. Although not always possible, it may prove an effective recruitment strategy to attempt to locate employment for the SLP's spouse. Thirty-four percent of the respondents referred to the fact that their spouse had employment in the area as a reason for taking a position. It has long been reported that recruitment of indigeneous rural residents is a good recruitment tactic and the current investigation seems to bear this out. Early recruitment may also be a positive factor since 16.7% of the respondents stated they accepted the position in West Virginia because it was the "first position offered." On the other hand, recruitment techniques that were utilized were not cited as a strong reason for individuals taking positions in the state. Only 5.4% of the respondents stated that the recruitment techniques made the setting seem attractive. Perhaps recruiters should stress some of the things unique to a public school position that have been cited as positive factors, (i.e. school calendar, summer vacations, hours compatible with children's schedules, etc) and should also concentrate on the selling points of the local community.

Providing information to prospective employees regarding available

positions is one of the first steps in recruiting. A review of responses to the question "How did you learn about your present position" reveals that newspaper advertisements, brochures, job bulletins, information available at professional conventions, placement and employment centers combined accounted for only 12% of the responses. Conversely, less formal means such as "through a friend" and "information from a professor" accounted for 24.5% of the responses. In a small rural state informal networks are often quite effective in disseminating information and many prove an effective recruitment vehicle. Nearly thirty-nine percent of the respondents reported they were "personally contacted by the county" and almost twenty five percent indicated that they learned about available positions by initiating contact with a county and "seeking and applying" for a position. Such data indicate that at least in the state of West Virginia, county recruitment efforts are not as agressive or varied as they might be. Our school systems must develop and utilize a variety of means for getting the word out about their positions.

SLPs were asked about the criteria they use when selecting a position. Fourteen items were rated by the SLPs in terms of their relative importance in selecting a Locale for a professional position as an SLP. A five point scale was used, (1 = unimportant and 5 = important). The responses of the SLPs were tabulated and a mean score calculated for each item. Table 4 displays the scores derived for the fourteen items. The SLPs rated five of the 14 items 4.0 and above and only one item below 3.0. The mean score for all items was 3.74. Overall the items were rated within a fairly narrow band with individual scores ranging from 2.90 to 4.50. Quality of Local School System received the highest score (4.50) and Salary was the second highest rated item with a mean score of 4.46. When SLPs were questioned why they chose to work in West Virginia public schools 34.3% indicated that this was due to the fact their spouse had employment in the area. Spouse's Job Opportunity was also a highly rated item on this questionnaire receiving a score of 4.22. It is interesting to note the other item that also received a score of 4.22; Opportunity to Interact with Other SLPs. This is something that can be fostered simply by changing schedules and arranging for weekly or monthly staff meetings. As the third highest rated item it is clearly something that is perceived as important by SLPs and a low cost option available to administrators.

Table 4 - Locale Selection Variables
N = 241

	Item	$\bar{X}$ SLPs Rating
1.	Salary	4.46
2.	Close to Family	3.82
3.	Spouse's Job Opportunities	4.22
4.	Crime Rate	3.41
5.	Availability of Cultural Events	3.47
6.	Availability of Recreation Activities	3.59
7.	Climate	3.16
8.	Shopping Facilities	3.28
9.	Proximity to Urban Areas	3.41
10.	Housing	3.91
11.	Quality of Local School System	4.50
12.	Continuing Education Opportunities	4.04
13.	Opportunity to Interact with other SLPs	4.22
14.	Availability of day care facilities	2.90

The questionnaire also asked SLPs to rate a series of seventeen items in terms of their relative importance in Selecting a Professional Position as a speech language pathologist. A five-point scale (1 = unimportant - 5 = important) was again employed. Responses on this

item revealed that the SLPs rated 11 of the seventeen items above 4.0 with a mean score of 4.01 for all items. The top three items rated by the SLPs were Medical Insurance Benefits (4.68); Salary (4.50); and Dental Insurance Benefits (4.47). Table 5 lists the SLP's ratings of the 17 job selection variables.

Table 5. Job Selection Variables
N=241

Item	$\bar{X}$ SLPs Rating
1. Salary	4.50
2. Cooperation Among Professionals	4.40
3. Part-time Job Opportunities	2.89
4. Job-sharing	2.84
5. Amount of Travel Required per Week	3.88
6. Reimbursement for Continuing Education	4.13
7. Vacation Benefits	3.87
8. Medical Insurance Benefits	4.68
9. Dental Insurance	4.47
10. Optical Insurance	4.33
11. Life Insurance	4.30
12. Liability Insurance	4.28
13. Maternity/Paternity Leave	3.63
14. Caseload	4.37
15. Availability of Therapy Materials	4.37
16. Budget for New Materials	4.32
17. Research Opportunities	2.97

Comparison of the SLP responses regarding locale and job selection criteria to the list of incentives reported by SEDs reveals some major differences in perceptions of the two groups.

To permit the reader to view these results in a more concise manner, Table 6 has been constructed to collapse both categories of selection variables (Locale & Job) into one list and to show the respective ratings for each item. Only the items whose mean rating was 4.0 or above have been listed in this table. In a second column the incentives reported by the SEDs are listed with the corresponding % of the SEDs who reported each incentive. Comparison of these two sets of responses indicate that a number of variables are perceived as important by the SLPs, however only a few of these are routinely utilized as recruitment incentives by SEDs.

Table 6. Comparison of SED Recruitment Incentives and SLPs Local and Job Selection Criteria

Locale and Job Selection Variables with Rating of 4.00 and Above	$\bar{X}$ score	% SEDs Reporting Incentive Use
1. Medical Insurance	4.68	87%
2. Quality of School System	4.50	2%
3. Salary	4.50	19%
4. Dental Insurance	4.47	2%
5. Cooperation Among Professionals	4.40	0%
6. Caseload	4.37	15%
7. Availability of Materials	4.37	2%
8. Optical Insurance	4.33	2%
9. Budget for New Materials	4.32	83%
10. Life Insurance	4.30	0%
11. Liability Insurance	4.28	0%
12. Spouses Job Opportunities	4.22	0%
13. Opportunity to Interact with SLP	4.22	0%
14. Reimbursement for Continuing Education	4.13	45%
15. Continuing Education Opportunities Available	4.04	0%

SLPs were asked to suggest techniques they felt would be helpful in recruiting candidates to their counties. While the array of recruitment techniques currently being used by counties could not be characterized as extensive or creative, the same cannot be said about

the suggestions made by the SLPs. Table 7 lists the incentives reported by more than 10% of the respondents.

Table 7. Recruitment Techniques Suggested by SLPs
N = 144

Technique Suggested	% Respondents
Monetary Incentives	64.6
Release Time and Reimbursement for Professional Meetings	14.6
Recruit On-Campus (College/University)	13.2
Better Advertising of Position Vacancies	13.2
Provide Better Facilities	12.5
Provide Graduate Education Locally	11.1

To implement some of the suggestions presented in Table 7 would necessitate substantial expenditures (e.g. monetary incentives, facilities, and graduate education) and may not be realistic given the current economic climate in West Virginia. In addition to the techniques presented in Table 7, a number of "Other" techniques were suggested. Items that were suggested by less than 10% of the respondents have been listed below. Many of these items are quite creative and some would be quite costly while others would require only a shift in attitude or change in policy.

"Other" Recruitment Techniques Suggested by SLPs:

--Provide Adequate Equipment/ Materials;
--Provide Continuing Education Locally;
--Supportive Local Administration;
--Recruit Elementary and High School Students into the Profession;
--Eliminate "Non-Speech Pathology" Duties (i.e. Substituting for absent teachers, lunchroom duty, etc.);
--Recruit Early (Pre May-August);
--Include SLPs As Part of Interview Staff;
--Advertise Part-time Positions;
--Provide Support/Clerical Staff;
--Recruit More Actively Outside the State;
--Provide Reimbursement for Graduate Tuition;
--Schedule in County Visits for Applicants;
--Provide Day Care Facilities;
--Provide Car for School Related Travel;
--Provide Relocation Reimbursement;
--Schedule Opportunity for Interaction with Other SLPs;
--Encourage Public School Practica for Students in Speech Pathology;
--Reduce Certification from Masters to Bachelors.

These suggestions may be viewed as a "wish list" by administrators, but should not be so easily dismissed. Items such as beginning recruitment earlier in the school year, advertising positions more effectively, visiting on college campuses for recruiting, encouraging public school practicum placements, and including SLPs as part of the interview team could be instituted with relatively little impact on county budgets. Local administrators may not have the power to change salary schedules or reallocate funds to provide monetary incentives, but there are some items that are within their power to change. As noted earlier, SLPs rated the opportunity to interact with one another as an important factor, structuring work assignments to foster this interaction is something that can be accomplished at the local level. Budgeting funds for materials acquisition and reimbursement for continuing education are often within the purview of the local administrators and as such can be utilized as recruitment strategies. SLPs also rated caseload considerations high on their scale of importance. Thus, maintaining and advertising "reasonable" caseloads or at least caseloads within state guidelines could be a positive recruiting strategy. Based on the results of the survey and on interactions with SLPs it is becoming increasingly clear that these potential employees have their own set of employment selection criteria and to successfully recruit them these must be addressed.

RETENTION

In many rural areas retention of special educators, including SLPs is as great a problem as initial recruitment. Helge (1983) reported that 44% of the rural special education administrators surveyed reported no successful retention strategies. The turnover rate of special educators has remained a problem in rural areas (Helge, 1981, Marrs, 1983, Ludlow, 1985). Within West Virginia it is not uncommon to recruit B.S. level clinicians on permit status only to have them leave within a year or two to complete their master's degree and subsequently work elsewhere.

It is interesting to look at the perceptions of the SLPs themselves with respect to retention strategies. Of the 241 SLPs surveyed, 224 responded with suggestions when asked how they felt their respective counties might more effectively retain SLPs. Table 8 lists the SLPs responses. With the exception of providing monetary incentives and supporting (financially) attendance at professional meetings, all of the other retention strategies reflect an attitude of increased administrative support rather than direct expenditures. In some instances providing a better work environment may simply mean providing an adequate room. In the past, providing adequate facilities may have been at the option of the SED and/or school principal; however the Regulations issued under Section 504 clearly state that equal facilities for special education is no longer a luxury. Work environment has been cited by ASHA (1990) as one of the items to discuss with students who are being recruited into the profession. In fact, ASHA's Student Recruitment Manual (1990) states "facilities in most school systems and established clinics are comfortable and adequately equipped." There are some rural school settings that certainly do not approach this standard. If the SLP is to feel as if she/he is a valued member of the school team it is important that the work facility reflect this.

Table 8. SLP Responses: Suggestions for Retention
N=224

Retention Strategies	% Responding
Provide monetary incentives	81.6%
Provide a better work environment	62%
Provide inservices within the county	54.4%
Confine duties to speech pathology services	49.1%
Encourage/support attendance at professional meetings	45.9%
Maintain caseloads within state guidelines	40.1%

SUGGESTIONS FOR RECRUITMENT AND RETENTION

A review of the literature from 1982-1990 with citings from 28 sources has yielded a variety of suggested strategies for recruiting and retaining special educators. The following section presents these suggested strategies and suggestions derived from the current survey. The strategies have been grouped somewhat arbitrarily into six subcategories. Many of the suggestions have cited in a number of sources and in the interest of brevity of this paper, strategies within the body are not credited to individual sources. However, all sources are listed in the reference section of the paper.

Financial Options

--State Department of Education providing scholarship loans "tuition reimbursements".
--Seek external funding to federal/state foundations
--Help to provide specific incentives (industry/business & individual)

--Mobilize the business community to provide loans, free rent or discounts.
--Provide school loans with forgiveness provisions for taking positions in rural areas.
--Interest free loans prior to first check.
--Provide financial supplements.
--Sign-on bonus one-time payment.
--One-time bonus at the end of first year.
--Subsidize moving expenses.
--Release time with pay for specified number of days during the year (with hiring substitute could be quite expensive).
--Contract for additional work beyond school year - or after the school day.
--Paid sabbatical leave after specified number of years.
--Provide and/or subsidize day care for children.
--Bonuses for outstanding performance.
--Salary incentives based on years of professional experience (public school and other settings).
--Pay professional organization dues.
--Some districts have worked with the U.S. Department of Agriculture to provide low cost housing.
--Pay expenses for interview.
--Provide student stipends/housing/travel allotment to recruit students for practicum placement and then try to hire them.

Education/Training Opportunities

--Provide support network - content related.
--Teacher Academics (emphasize professional/personal development).
--Contact neighboring counties and develop cooperatives for providing local inservices.
--Provide part-time degree programs and alternative certification structure to allow regular education teachers to compile degree requirements.
--Educate new staff about local cultures how to assess/access local communication and power systems.
--Work with colleges and universities to get local or evening courses to/or continuing education and to provide opportunity to complete graduate work.
--Provide relevant local inservices (e.g. some SLPs report attending only math or art workshops).
--Provide specialized pre-service/in-service coursework to prepare individuals to work in rural settings.
--Survey teachers in regular education and assist those who are interested in obtaining graduate training to qualify as an SLP.

Support Personal/Professional

--Utilize "local talent" to help alleviate burn out by providing support to develop specific skills.
--Select community based mentors to help familiarize newly recruited staff persons to local area.
--Develop mentor program with more experienced staff members within the system.
--Recognize professional excellence through public awards programs.
--Provide opportunities for career growt - training in administrative skills.
--Foster and demonstrate a supportive attitude of the local administrator (director of special education) who will be perceived as a program advocate.
--Provide avenues for utilization of various service delivery models. Many school systems are still relying heavily on the pullout model.

--Provide opportunities for meeting regularly with peers.
--Provide opportunities to visit other program in neighboring counties/ districts/states.
--Encourage and provide opportunities to develop leadership skills.
--Assist personnel in seeking and obtaining grant monies to develop special pet projects or to pay for travel for professional meetings.
--Help to develop recreational/social activities for employees and family.
--Support professional exchange opportunities such as journal groups, clinical forums, etc.

Recruitment Techniques

--Visit colleges and universities to recruit.
--Attend professional meetings to recruit.
--Use skilled interviewers who have positive feeling about the area.
--Include SLPs as part of the interviewing team.
--Advertise widely for positions.
--Call prospective candidates on the phone and invite them for an interview.
--Recruitment at colleges that traditionally serve rural markets or have rural training projects.
--Hold job fairs.
--Identify and recruit local high school students who are interested in pursuing speech pathology.
--Arrange for students to meet with and assist SLP on the job.

Incentives

--Providing clerical support to reduce amount of time spend on paperwork.
--Develop a program for training and utilizing paraprofessionals as part of the total service delivery program.
--Providing adequate materials and yearly budget to update.
--Guaranteed support to attend professional meetings - state and national.
--Provide local access to professional journals/materials.
--Work with local business leaders to secure summer positions.
--Help to locate or provide employment for spouse of the candidate.
--Offer job sharing and part-time employment opportunities.

Marketing the Rural Area

--Develop videotape, brochures, packets to disseminate.
--Sell the local community by involving local businesses in the recruitment package.
--Provide home locating services.
--Work with local press to improve public opinion of "the schools.
--Highlight positive aspects of rural area - quality of life, safety-good setting for child rearing.
--Stress rural setting as an escape from many of the problems associated with an urban lifestyle.
--Develop attractive professional-looking promotional packages (The ditto machine is dead). Work with local economic development district or chamber of commerce to help defray costs.

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